FOREIGN LANGUAGE

Grades...9-12

Bonjour... Buenos Dias... Bonna Dios... Bonjour... Guten Tag... Buenos Dias... Bonne Jour... Guten Tag...

CURRICULUM GUIDE

SAINT LOUIS PUBLIC SCHOOLS

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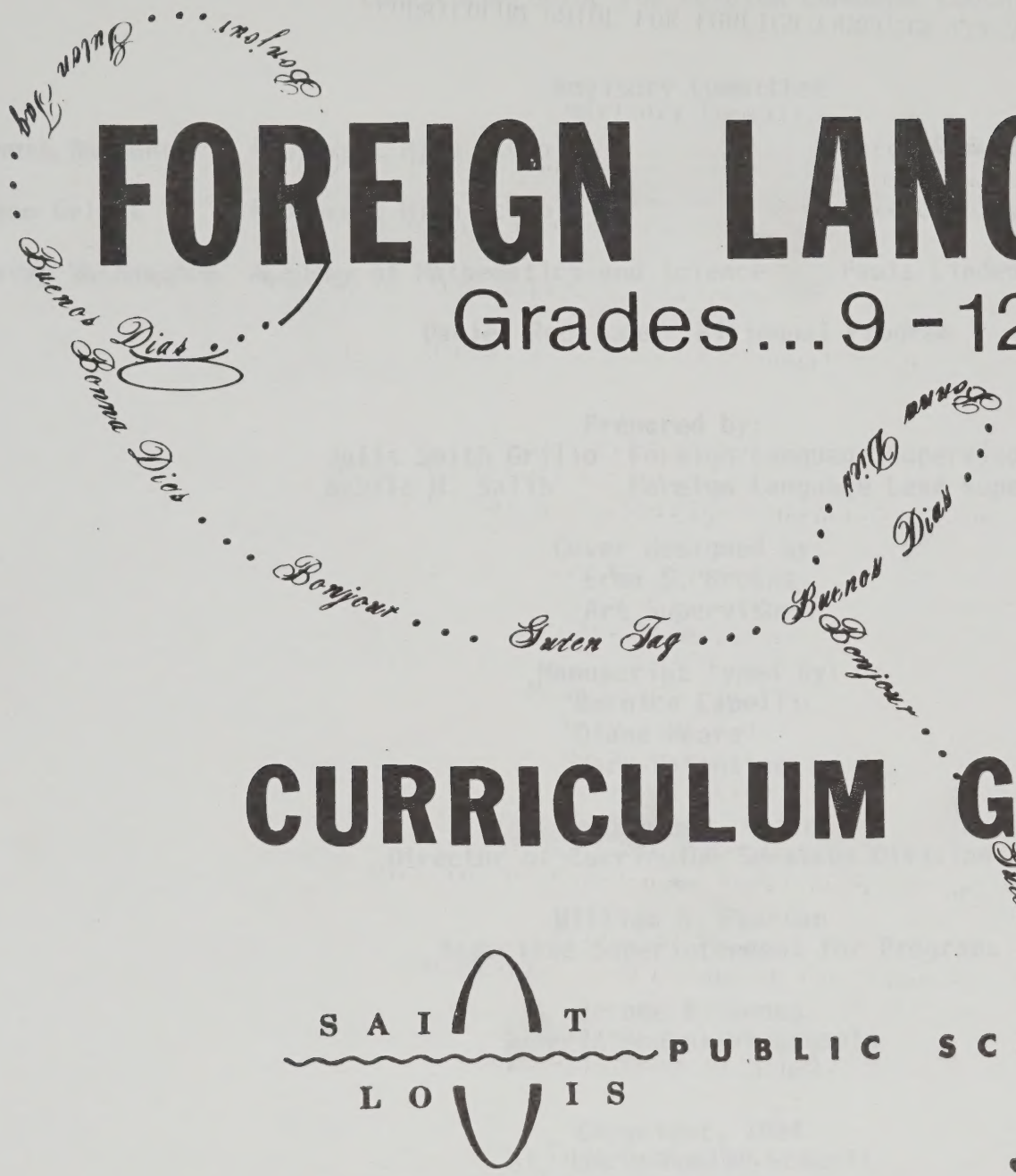

FOREIGN LANGUAGE

Grades...9-12

CURRICULUM GUIDE

SAINT LOUIS PUBLIC SCHOOLS

FOREIGN LANGUAGE
CURRICULUM GUIDE
Grades 9-12

CURRICULUM GUIDE FOR FOREIGN LANGUAGE EDUCATION

Advisory Committee

Dennis Rathert	Roosevelt High School	Marco Romero	Beaumont High School
Glenn Gelhot	Roosevelt High School	Patricia Ivy	Vashon High School
Harvey Washington	Academy of Mathematics and Science	Paula Lindenmann	Sumner High School

Daniel Rodriguez Bilingual Program

Prepared by:
Julia Smith Grillo Foreign Language Supervisor
Nabila H. Salib Foreign Language Lead Supervisor

Cover designed by:
Erma S. Brooks
Art Supervisor

Manuscript typed by:
Bernice Capelli
Diane Moore
Mary Valentine

Benjamin M. Price
Director of Curriculum Services Division

William A. Pearson
Associate Superintendent for Programs

Jerome B. Jones
Superintendent of Schools

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SAINT LOUIS PUBLIC SCHOOLS

Philosophy

The Board of Education and Staff of the Saint Louis Public School System believe that learning is a life-long process of growth and development. This process involves physical and mental activities and affects all facets of a person's character and personality. We believe that one's formal education is a series of planned experiences, designed to cause specific learnings. Therefore, we believe our schools should provide experiences to develop responsible, intelligent, self-directed human beings who function as effective citizens, who possess sound values, who are economically competent, who are career-oriented, who possess good physical and mental health, who live and work harmoniously with others and who habitually respond to personal and group issues with sound reasoning, emotional force and control, creativity and human sensitivity. We believe that if we promote learning in all areas, our students will have opportunities to become responsible members of society who can function in a technology-oriented world. We believe that they, thus, will have opportunites to become fulfilled human beings, who can savor joyfully the best of life's experiences, and cope intelligently with inevitable misfortunes.

PHILOSOPHY OF MULTICULTURAL PROGRAM OF FOREIGN LANGUAGE EDUCATION

Staff and students of the St. Louis Public Schools believe that technology shrinks the space between peoples, and we must have a communication network that contributes to multicultural understanding. When people first become aware of the cultural diversity that exists around them, life takes on a new dimension. This new dimension is broadened as people learn to appreciate more the pluralism that exists within this nation and within the entire human population. The knowledge of a second language and a second culture enables one to extend one's view of humanity and one's ability to explore other areas of the world. The ability to communicate with the different nations in English and in other languages is essential to a nation that seeks to enrich its own cultural plurality, to work productively with other countries and to maintain a respected place in the global community. By developing a comprehensive multi-cultural program of foreign language education, we believe that students will:

> "acquire understanding for non-English speaking cultures, heightened awareness and comprehension of one's native language and serve the Nation's needs in commerce, diplomacy, defense and education."[1]

[1] "A Nation at Risk" report by the National Commission on Excellence in Education, April 1983, pp 26.

INSTRUCTIONAL GOALS

There are three major goals for the multi-cultural program of foreign language education:

I. Communication: The fundamental outline of foreign language education in the public schools of St. Louis City is to produce citizens who are fluent in the language being studied. The communicative aspect of foreign language includes the following:

- A. Comprehension of the spoken language
- B. Speaking the language comprehensibly
- C. Comprehending the written language
- D. Writing the language comprehensibly
- E. Recognizing and using body language and other means of non-verbal communication associated with a given culture

II. Culture: The acquisition of cultural knowledge and the ability to function in the studied culture are very important features in a foreign language program. The achievement of the cultural component involves the following:

- A. Understanding the attitudes, values, customs, traditions and taboos of the culture
- B. Using cultural signals (appropriate gestures and the like) in a variety of social contexts

III. Career Education:

Another goal the foreign language program will strive to achieve is the development of awareness for the different and varied career opportunities that are available to students of foreign languages.

INSTRUCTIONAL OBJECTIVES

Instructional objectives focus on the communicative aspect of the language as well as on the cultural one and career education one.

I. Communicative Objectives:

- A. Development of listening skills
- B. Development of speaking skills
- C. Development of reading skills
- D. Development of writing skills

The second language acquisition process does not necessarily follow the above order. Non-immersion foreign language instruction results almost always in developing listening skills followed by the reading and writing skills before the speaking skills have been fully developed.

II. Cultural Objectives

- A. Demonstrating a basic knowledge of the target culture with emphasis on history, geography, economy, government, educational system, art and music
- B. Developing an awareness, understanding and appreciation of the values and life styles of the people in the target culture

III. Career Education Objectives;

- A. Developing awareness and understanding for the different fields that require the knowledge of foreign languages such as medicine and health related fields, International Business and Trade, Diplomacy, Army, law and its related fields
- B. Introducing vocabularies and terminology pertaining to the above mentioned careers
- C. Developing a program of apprenticeship and training in agencies that deal with foreign languages for students who wish to do so in collaboration with career education program - St. Louis Public Schools

INSTRUCTIONAL FOCUS

Concepts/Objectives	Grade 9	Grade 10	Grade 11	Grade 12
Communicative Objectives				
Listening	introduced	introduced and reinforced	reinforced and emphasized	emphasized
Speaking	introduced	introduced and reinforced	reinforced and emphasized	emphasized
Reading	introduced	introduced and reinforced	reinforced and emphasized	emphasized
Writing	introduced	introduced and reinforced	reinforced and emphasized	emphasized
Cultural Objectives				
Awareness development	introduced	reinforced	reinforced	emphasized
Recognition development		introduced	reinforced	emphasized
Appreciation development			introduced	reinforced
Career Education Objectives				
Awareness development	introduced	reinforced	reinforced	emphasized
Recognition development		introduced	reinforced	emphasized
Selection of Careers		introduced	introduced	reinforced

Scope and Sequence of Foreign Languages

Grades	Listening/Speaking	Reading/Writing	Culture	Career Education	Linguistics
9	- Sound system of the language - Questions formulation - Answers formulations - Idioms and expressions - Guided conversation - Free conversation - Basic vocabulary	- Roots, prefixes - Suffixes - Word families - Cognates - Context clues - Comprehension of main ideas - Graphic symbols - Mechanics and punctuations - Correct spelling - Sentence structure - Simple paragraph writing	- Relationship of languages - Main geographical features - Main historical background - Schooling - Art (introduction) - Music (introduction)	- Names of careers - Skills, interests, and talents of students - General requirements for each career or field	- Articles, definite and indefinite - Nouns, cases, transformation - Verbs, regular and irregular. tenses, conjugation - Negative, affirmative
10	- Listening comprehension - Following oral instruction - Free and guided conversation - Prepared dialogues - Rehearsed skits - Body language and gestures - Folk songs	- Word analysis - Synonyms - Antonyms - Locating information - Recall of main idea and Supportive details - Context clues - Fact and fiction - Correct spelling - Sentence length and variety - Paragraph writing techniques - Friendly letters etiquette and format	- Comparision and contrast in regard to: · geographic relation · historical relation · political relation · economic relation · types of governments · religion (general information) · monetary system · continued study of art and music	- Specific careers in USA and in countries of target language that are available	- Review of Year I Grammar - Addition of new rules and concepts in Grammar
11	- Communicate in the target language - Listen and follow with comprehension audio and visual presentations such as radio talk, a record, a tape, a television show	- Read with comprehension written materials such as magazines, newspapers, stories, plays, etc. - Write different types of letters - Write critques of literature studies (in English and target language)	- Famous writers and their contributions - Explorers - Painters - Musicians - Scientists	- Deeper understanding of the monetary system and its power of purchase - Job roles in America and in countries of target language	- Review of Grammar Year I and II - Addition of new rules and grammatical concepts

Scope and Sequence of Foreign Languages

	Listening/Seapking	Reading/Writing	Culture	Career Education	Linguistics
12	- Communicate in the target language with a native or a non-native	- Read with comprehension and facility written material in the target language such as books, magazines, newspapers, novels, etc. - Compose articles in the target language for school newspaper - Write critique and research papers	- Concept of life in countries of target language - Concept of death in countries of target language	- One career that the student chooses for research - Computer literacy in the target language - Resume writing - Internship program	- Review of all grammatical concepts

French I and II
First Year
Grade 9

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will Listening/Speaking: differentiate between French and English sounds.	Using vowels Vowel combinations (au, eau, oi, ou) Semi vowels Silent final consonants, except c, f, l, and r Nasal sounds Intonation Liaison Elision Accent marks "Lack" of stress	Reproduce accurately during oral testing the sounds of the French language.

*Critical Thinking Skills

French I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Spearking: (Continued) initiate and respond to the following: - salutations - introductions - expressions of courtesy - telling time - saying the alphabet - naming the colors - saying the days of the week - naming the months of the year - stating one's age - using numbers up to 1000 - discussing the weather - discussing the class schedules - talking about objects in the classroom - discussing family members - discussing shopping and measurements - discussing food and meals - discussing health and hygiene - discussing transportation - singing simple songs	*Use of appropriate vocabulary *Use of subject-verb agreement *Use of correct tenses *Use of idioms and expressions *Use of question models *Free response Gaining information on everyday life in French speaking countries Learning simple French songs and la Marseillaise	Respond to questions related to the stated objectives demonstrating the required skills. Present orally a brief autobiographical sketch and/or biographical sketches of other students. Compare and contrast everyday life in French speaking countries with everyday life in the United States. Take teacher made and/or commercial tests. Sing songs you learned in French class with the members of your class without help from your teacher.

*Critical Thinking Skills

French I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (silent and oral)		
Read comprehensibly passages in the text or reader containing vocabulary and structures previously introduced with correct pronunciation and intonation.	*Comprehending main ideas Understanding words and word clusters *Comprehension of new words in context *Recognizing: roots prefixes suffixes	Use complete, correct sentences to answer comprehension questions. Read orally so that listeners can follow without a text. List new words you have discovered using context clues and their meanings. Identify cognates, roots, prefixes, and suffixes in the reading material.
Writing:		
Take dictation using correct spelling and punctuation.	Giving graphic symbols for French sounds	Take dictations using correct punctuation and spelling.
Construct simple sentences.	Spelling vowel combinations Using language mechanics Using syntax correctly	Construct sentences using complete thoughts, appropriate vocabulary, correct grammar and syntax.
Write a paragraph	*Stating main ideas and supporting details	Write a paragraph in which you paint a verbal portrait of your family.

*Critical Thinking Skills

French I and II
First Year
Grade 9

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture:		
Recognize the breadth and variety of the French speaking worlds in Africa, Asia, the Caribbean Islands and Europe.	Using a world map, locate French speaking countries and *identify: - the capital of each country - main geographical features - the population of each	On an outline map, locate and label French speaking countries, their main geographical features and populations.
Recognize the diversity of French regions in Africa, Canada and the United States	Exercising the aforementioned skills, identify settlements in Africa, Canada and the United States	On maps of Africa, Canada and the United States locate and label: - French speaking provinces - states and cities wherein there is major French influence.
Recognize the French influence upon the St. Louis metropolitan area.	*Recalling the French influence on: - historical background - architecture - statues and sculptures - names of neighborhoods and municipalities - names of public schools and buildings - names of streets	Prepare oral or written reports which show the French influence on St. Louis. List persons, places, or things in St. Louis and tell how they reflect the French influence.

*Critical Thinking Skills

French I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
Recognize stereotyping and its various aspects.	*Perceiving stereotyping: definitions aspects reasons	Define stereotyping. Differentiate between kinds of stereotypes and their aspects. Compare stereotyping with the concept of discrimination.
Career Education:		
Recognize careers which require a foreign language background or which use it as a supplementary skill.	Naming foreign language related occupations Identifying requirements for each Retaining elementary knowledge of the terminology unique to each	List names of careers that require foreign languages. List names of careers where the knowledge of foreign languages enchanes your chance of employment. Reaearch and write a report on specific requirements for each career.
Linguistics:		
Recognize the role of agreement in French grammar.	Matching correctly: - subjects and verbs - adjectives and nouns	Complete multiple choice tests on subject/verb and adjective/noun agreement.

*Critical Thinking Skills

French I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistics: (Continued)		
Learn to make the present tense of regular verbs and selected irregular verbs.	*Using correctly: i.e. demander finir repondre dire	Identify and record errors made in using vocabulary and grammatical structures during taped conversations between students and teachers.
Learn the sentence structure required for asking a question.	*Using in direct interrogation: - voice inflections - "Est-ce que" - inversion	Pose and reply to questions related to the stated objectives using correctly the required skills.
Make sentences which express complete thoughts.	*Initiating and responding to statements containing the words: Who? What? (Que?) Where? When? How? Why?	Reply to and pose questions highlighting essential information in assigned materials.
Form negative structures.	*Using negative constructions: ne...pas ne...plus ne...jamais ne...rien ne...personne rien ne... personne ne...	Initiate and respond negatively to statements containing negative structures.

*Critical Thinking Skills

French I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistics: (Continued)		
Write brief paragraphs.	Expressing a central idea and its supporting details	Write short paragraphs demonstrating knowledge of vocabulary, grammar, structure, spelling and punctuation.
Recognize familiar and polite forms of address.	*Using appropriately: tu vous	Introduce teachers, parents, principals, students and famous imaginary visitors from France to each other.
Construct and use command forms.	*Using correctly: - familiar imperatives - polite imperatives - collective imperatives	Respond to teacher requests to perform tasks during class periods and on tests.
Express future events.	Applying subject verb agreement including "aller" plus the infinitive	Repeat sentences substituting in turn the present, future and futur proche.
Form the past tense with avoir.	Using avoir as an auxiliary verb to form the past tense	Rewrite present tense sentences in the past tense.
Form the past tense with être.	Making agreement when "être" is the auxiliary verb used	Write the minimum number of sentences possible in English to assure understanding of the past tense with "être".
State in French indefinite quantities	Contracting "à" and/or "de" with definite articles to express some or any	List foods you would find in restaurants, markets or French speaking countries.

*Critical Thinking Skills

RESOURCES

French I and II
First Year
Grade 9

TEXTBOOKS

FRENCH FOR MASTERY I. Valette, Valette, D. C. Heath and Company, C. 1981

FRENCH FOR MASTERY I WORKBOOK. Valette, Valette, D. C. Heath and Company, C. 1981

PANORAMA I. Valette, Valette, D. C. Heath and Company, C. 1983

EASY FRENCH READER. de Sales, National Textbook Company, C. 1978

SUPPLEMENTARY MATERIALS

FRENCH FOR MASTERY I TEACHERS' EDITION. Valette, Valette, D. C. Heath and Company, C. 1981

TEACHING AIDES

FRENCH FOR MASTERY I TAPE PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1981

FRENCH FOR MASTERY I TAPE SCRIPT. Valette, Valette, D. C. Heath and Company, C. 1981

FRENCH FOR MASTERY I TESTING PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1981

FRENCH FOR MASTERY I DUPLICATING MASTERS. Valette, Valette, D. C. Heath and Company, C. 1982

MAGAZINE. Seelye, Day, National Textbook Company, C. 1982

CAREERS IN FOREIGN LANGUAGES. A Handbook by June L. Sherif, Regents Publishing Company, C. 1975

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking:		
receive instruction in the target language	*Following directions *Pinpointing main idea *Formulating questions *Answering questions	Perform tasks as teacher requests. Converse with teacher and classmates in and outside the classroom in French using vocabulary and syntax of the language.
converse about what they do in and outside of class: - say what they like and do not like to do - express what they wish to do with friends, in school and in the future	Recognition and use of proper intonation and pronunciation Participation in: Guided conversation *Free response Prepared dialogues Rehearsed skits	Role play: - dialogues - skits - short plays
Respond to questions from the teacher and classmates, and in turn, ask questions: - school activities - health - clothing and shopping	*Forming information questions *Initiating spontaneous conversations *Differentiating between formal and informal conversation	Organize debating teams to engage in debating issues that have been already prepared and written.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (Continued) - meals and food - animals - trips and travel - sports - holidays		Compare and contrast (United States - French speaking countries) in the following areas: - school activities - clothing and shopping - meals and foods - animals - trips and travel - sports - holidays
Recite short poems and sing songs of moderate difficulty	Use of body language Memorization through word clusters and ideas Folk songs, la Marseillaise	Recite poems and sing songs.
Comprehend short pre-recorded language tapes on materials already introduced	Listening comprehension *Recall of main ideas, supporting details and sequence of events	Respond to questions measuring comprehension of main ideas and nature of topics, details and sequence of events.
Reading: (Silent and Oral)		
Read comprehensibly previously introduced materials.	Recognition of words and word families	Respond to comprehension questions about textual materials.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (Continued)		
	*Comprehension of new words in context	Define new vocabulary words through context clues.
	*Word analysis	Outline main ideas.
	*Differentiation between cognates and false cognates	Detect synonyms in reading material. Distinguish between cognates and false cognates.
Writing:		
take dictation of moderate difficulty with correct spelling	Spelling/punctuation Immediate recall of words	Take dictation using correct punctuation and spelling.
write compound sentences	Variety of sentence constructions *Use of appropriate vocabulary and syntax	Combine two or three simple sentences to make one compound sentence.
write simple outline in French	*Use of paragraph formation *Use of a topic sentence *Use of supporting sentences	Develop an outline containing main idea, few supporting details and conclusion from prepared materials. Create an outline that will be used to compose a paragraph.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (Continued) write short cohesive descriptive paragraphs	*Organization skills *Categorizing *Placing events in order *Use of proper terms and vocabulary	Write descriptive paragraphs using proper terms and vocabulary.
Culture: develop an understanding of foreign currency, the French monetary system in particular	*Understanding/comparing contrasting the French and American monetary systems	Plan an imaginary trip to Canada and estimate cost of air fare, meals, hotels, entertainment, souvenirs, etc. Compute costs in francs.
analyze the educational system in French speaking countries	- structure of French school system - national texting, promoting policy and grading - school drop-outs	Describe the structure of the educational systems in French speaking countries. Compare with the educational systems in the United States. Discuss in a report the problem of "drop-outs" in both systems.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
recognize and understand non-verbal forms of communication	Body language Gestures Facial expressions	Set up various situations where students demonstrate their interpretation of non-verbal communication.
develop the concept of discrimination as it relates to French speaking societies	*definition of discrimination (positive and negative) *Elements of discrimination *Reasons for discrimination	Define discrimination. Give elements and reasons for discrimination in the United States and French speaking countires.
identify French speaking persons prominent in the field of art and music	*Recognizing selected work of: i.e.: Prévert, Senghor, Hugo, Debussy, Saint-Saëns	Identify the reasons various French artists are remembered.
Career Education:		
focus attention on careers in United States and French speaking countries that require the knowledge or mastery of the French language: i.e. - travel agents - stenographers and bilingual secretaries	Terminology pertaining to each career Educational and training requirements for each career *Library skills	Students select one or two careers that match their interest and skills. Research and report on educational and training requirements using appropriate terminology.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education: (Continued - missionaries - Peace Corp workers - border patrolmen - flight attendants - pilots - importers and exporters - interpreters/translators - fashion and textile workers - buyers for stores - gourmet cooks - hotel/motel workers - international policemen	*Research skills *Report writing skills (in English)	Compare requirements for all careers. Research and report on terminology, educational and training requirements. Compare requirements of all careers.
Linguistics: identify - the conditional - the imperfect - the passé simple	Formation of the conditional Formation of the imperfect tense Formation of the passé simple	Take grammar and vocabulary tests using matching, completion, multiple choice and short answers.
recognize and use pronouns in their proper sequence	Subject pronouns Reflexive pronouns Direct object pronouns	Write short essays demonstrating skill in using vocabulary, grammar, structure, spelling and punctuation.

*Critical Thinking Skills

French III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistics: (Continued)		
	indirect object pronouns	
	disjunctive (accented) pronouns	
recognize and use adjectives	Gender of adjective	Teacher made or commercial tests on stated skills and objectives.
	Number of adjective	
	Formation of regular and "irregular" adjectives	
	Placement of adjectives	
	Degree of adjectives - positive - comparative - superlative	
recognize and use adverbs	Formation of adverbs	Critique on audio presentation.
	Placement of adverbs	
	Adverbs of time	
	Degree of adverbs - positive - comparative - superlative	

*Critical Thinking Skills

RESOURCES

French III and IV
Second Year
Grade 10

TEXTBOOKS

FRENCH FOR MASTERY II. Valette, Valette, D. C. Heath and Company, C. 1982

FRENCH FOR MASTERY II WORKBOOK. Valette, Valette, D. C. Heath and Company, C. 1982

PANORAMA II. Valette, Valette, D. C. Heath and Company, C. 1982

SUPPLEMENTARY MATERIALS

FRENCH FOR MASTERY II TEACHERS' EDITION. Valette, Valette, D. C. Heath and Company, C. 1982

TEACHING AIDES

FRENCH FOR MASTERY II TAPE PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1982

FRENCH FOR MASTERY II TAPE SCRIPT. Valette, Valette, D. C. Heath and Company, C. 1982

FRENCH FOR MASTERY II TESTING PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1982

FRENCH FOR MASTERY II DUPLICATING MASTERS. Valette, Valette, D. C. Heath and Company, C. 1982

French V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will <u>Listening/Speaking</u>:		
receive instruction in French	*Transferring all previously learned skills to oral-aural comprehension	Respond to instructions given in French.
converse about materials presented in French I, II, III, and IV	*Application of all previously learned skills to communicate in French	Initiate and engage in conversations about interests, hobbies, topic, and materials already covered in French I, II, III and IV.
organize and narrate a slide presentation on a given topic, cultural or otherwise	*Selection of topic and materials *Preparing narration *Audio-visual presentation	Measure students' presentations by: topic organization of presentation correct language usuage style of presentation flow of presentation selection of materials use of body language.
follow and comprehend an audio-visual presentation, i.e., tapes, film strips or movies	*Aural comprehension *Visual transitions *Idiomatic expressions Proverbs	Respond to questions and develop a critique on an audio-visual presentation.

*Critical Thinking Skills

French V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (Continued)	Tongue twisters Onomatopoeia	
Reading: Read comprehensibly any written material dealing with contemporary issues that are meaningful to the student of this level. (i.e., newspapers, magazines, stories, plays, etc.	*Application of all previously learned skills to the written French *Recall of information containing: *sequencing of events *main ideas *details *inferences *cause and effect *drawing conclusions	Teacher made tests and observation of daily reading activities measure students' progress in their attainment of the specified reading skills.
Writing: write different types of letters: - friendly - business -informational	*Application of students' knowledge of the French language and grammar	Write different types of letters.

*Critical Thinking Skills

French V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (Continued)		
write critiques of literature studied	Letter writing etiquette and format: use of references note-taking *analyzing issues *synthesizing issues	Write literary critiques based on analyses and syntheses of issues.
Culture:		
identify famous French speaking explorers, painters, musicians, and scientists of different eras in French history.	Different eras in French History: - names of explorers and their contributions - names of painters and their contributions - names of musicians and their contributions - names of scientists and their contributions	Characterize and categorize different eras in French history, includint the contribution of prominent explorers, painters, musicians, and scientists.
identify famous writers and their contributions to literature	Names of famous writers in French literature and their contributions	Write independent summaries identifying famous writers and their literary works.

*Critical Thinking Skills

French V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
report on biographical background of two or three writers showing the relationship between their lives and their works	*Summarizing *Skimming *Analyzing *Synthesizing *Drawing conclusions	Select, research and report on the biographical background of two or three French writers, stressing the relationship between their lives and their literary works.
Career Education		
recognize occupations typical of the French speaking countries	Typical wages of some careers and professions in comparison to the same in the United States	Research and compare the wages of various jobs and professions of the United States and French speaking countries.
demonstrate awareness of differences in job roles in America and French speaking countries	*Perception of blue collar labor in French speaking countries *Perception of white collar labor in French speaking countries	Compare and contrast job roles as perceived in French speaking countries and in the United States.
fill out a variety of applications for occupations or careers requiring a knowledge of French	Job applications	Fill in applications correctly.

*Critical Thinking Skills

French V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education: (Continued)		
write a simple résumé in both French and English	Résumé writing techniques	Write résumés.
Linguistics:		
Review all materials presented in French III and IV	*All materials presented in French III and IV, and all skills learned will be the basis for continuing the study of French.	Grammar and vocabulary texts using matching, completion, multiple choice and short answer responses.
recognize and use compound verb tense	Pluperfect Conditional Future perfect	
recognize and be able to use subjunctive tense	Present subjunctive	Students converse with teacher and classmates applying their linguistic skills.
recognize and use function words	Prepositions Conjunctions - coordinating, Subordinating	Write essays demonstrating their acquired skills in vocabulary, grammar, structure, spelling and punctuation.

*Critical Thinking Skills

RESOURCES

French V and VI
Third Year
Grade 11

TEXTBOOKS

TRÉSORS DU TEMPS. Lenard, Harper and Row Company, C. 1976

C'EST COMME ÇA. Valette, Valette, D. C. Heath and Company, C. 1978

FRENCH FOR ORAL AND WRITTEN REVIEW. Meiden, Holt, Rinehart and Winston, C. 1983

PRACTICE MANUEL. Meiden, Holt, Rinehart, and Winston, C. 1983

SUPPLEMENTARY MATERIALS

TRÉSORS DU TEMPS TEACHERS' EDITION. Lenard, Harper and Row Company, C. 1976

French VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will Listening/Speaking: listen comprehensibly to average conversation in French converse comprehensibly on everyday subject matter with ease give a fifteen minute oral report on a prepared topic Reading: reading with immediate comprehension any material of average difficulty : - books - magazines - newspapers - short stories	*All previously learned skills in vocabulary, grammar and structure Aural comprehension *Vocabulary manipulation *Outlining/organizational skills *Oral presentation skills *Main ideas *Supporting details *Inferences *Cause and effect *Drawing conclusions *Predicting outcomes	Answer comprehension questions. Students engage in conversations dealing with everyday subject matter under the teachers' critical observation. Prepare a report on a specific topic and present it orally. Teacher made tests and observation of daily reading activities determine students progress in the attainment of the specified reading skills.

*Critical Thinking Skills

French VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (Continued)		
read classical French literature such as "les Misérables"	*Analysis of characters *Summary of events *Examples of life-styles as illustrated in literary work *Author's point of view and literary style	Write an essay, analyzing the following: character, theme, major events, and/or literary style.
Writing:		
write an article in French to publish in the school newspaper.	*Summarizing *Paraphrasing *Fact and opinion *Comparing sources of information	Write newspaper articles.
write term papers	*Taking notes *Analyzing issues *Synthesizing issues *Outlining	Write term papers.

*Critical Thinking Skills

French VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (Continued)	Footnotes *Inferences *Generalizing *Author's purpose	
Culture: increase their understanding of French culture through the study of the relationship between the English language and the French language	*Recognize the differences and similarities between the French and American cultures.	Identify both positive and negative aspects of the French culture and relate them to your own.
develop a concept of how the different French cultures perceive Life through the study of: - religion - institution of marriage - family	*Comparison/contrasting *Names of religions *Definitions of sacred values *Marriage customs and traditions	Identify religion and its relation to sacred values. Explain how one's sacred values influence one's behavior. Demonstrate in writing that sacred values differ from one culture to another.

*Critical Thinking Skills

French VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
		Describe different marriage customs and traditions in French speaking countries.
	*Family relationships	Relate concept of marriage to family life and discuss the concept of marriage and its effects on family unity.
develop a concept of how the different French cultures perceive Death through the study of: - religion - funerals - mourning	*Relationship between religion and the concept of death Funeral rituals Mourning traditions	Investigate the perception of death in the French culture and its effect on funeral and mourning rituals.
continue developing a deeper understanding of: - the relationship between English and French speaking countries - government/politics - economics/technology - agricultural/industrial products - music - art/sculpture - theatre/music	*Recognition of the differences and similarities between the French speaking cultures and the culture of the United States	Select both positive and negative aspects of the French culture and relate them to your own.

*Critical Thinking Skills

French VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education:		
focus on one career that the student chooses to research to demonstrate knowledge of: - educational requirements - training requirements - technical requirements Example: different careers associated with law and aspects of each career in French speaking countries	Terminology pertaining to such careers Academic requirements Training requirements Technical requirements	Select one or two careers that you wish to pursue, and find out the following: the different fields in each; educational requirements in each; training requirements; technical requirements.
develop familiarity with computer concepts and French language software	Computer literacy	Use French language software to complete research assignments as directed by the teacher.
write a simple résumé in French and English	Résumé writing techniques Simulated job interviews	Set up simulated job interviews.
Linguistics:		
undertake a complete review of French grammar as it applies to the other concepts/objectives areas	Correct syntax Subject-verb agreement Vocabulary development	Students' oral and written activities demonstrate attainment of all linguistic skills presented in French I, through VIII.

*Critical Thinking Skills

RESOURCES

French VII and VIII
Fourth Year
Grade 12

TEXTBOOKS

FRENCH FOR ORAL AND WRITTEN REVIEW. Meiden, Holt, Rinehart and Winston, C. 1983

PRACTICE MANUAL. Meiden, Holt, Rinehart and Winston, C. 1983

TRÉSORS DU TEMPS. Lenard, Harper and Row Company, C. 1973

C'EST COMME ÇA. Valette, Valette,

SUPPLEMENTARY TEXTBOOKS

TRÉSORS DU TEMPS TEACHERS' EDITION. Lenard, Harper, and Row Company, C. 1973

German Latin Spanish Com. Serv.

German I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: <u>Listening/Speaking</u>:		
listen and pronounce the basic sounds of the German language in simple phrases.	Identification and use of: Vowels (a, e, i, o, u) Consonants b, kn, pf, sch, st, sp Dipthongs au, ei, ai, ie, eu Umlaut Stress Alphabet	Given oral tests, students produce correct pronunciation.
initiate and respond to the following: - saluations - introductions - expressions of courtesy - telling time - saying the alphabet - identifying colors - giving the date - naming the days of the week - naming the months of the year	*Use of: Vocabulary pertaining to the specific topics Grammar and correct structure of sentences Cardinal and ordinal numbers *Idioms and expressions: Wie geht es? Wie heisst du?	Respond to questions related to the stated objectives demonstrating required skills. Prepare a brief oral autobiographical sketch or biographical sketches of other students.

*Critical Thinking Skills

German I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (Continued) - naming the seasons - giving one's age - using numbers up to 1000 - discussing the weather - discussing the class schedule - talking about objects in the classroom - discussing family members - discussing shopping and measurements - discussing food and meals - discussing health and hygiene - discussing transportation - singing simple songs	Formal and informal ways of addressing persons, i.e., Du vs Sie *Cognates *Question models Identification of position of verbs in sentences Singing simple German songs *Gaining information on everyday life in German speaking countries	Take teacher made tests and/or commercial tests. Compare and contrast aspects of everyday life in German speaking countries with everyday life in the United States.
Reading: (silent and oral) read comprehensibly simple literary works using accurate intonation and correct pronunciation	*Comprehension of main ideas Identification of: suffixes, prefixes, roots	Read orally so that listeners can follow without a text. Use complete, correct sentences to answer comprehension questions.

*Critical Thinking Skills

German I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (Continued)		
	Cognate patterns	On a teacher made test students identify the meaning of new words through context clues.
	Difference between verbs and nouns	On a teacher made test, students identify and use cognate, roots, prefixes and suffixes.
Writing:		
take dictation using correct spelling	Giving graphic symbols for all German sounds	Take dictation demonstrating correct punctuation and spelling.
construct simple, meaningful sentences and paragraphs	Using correct spelling and punctuation	
	Sentence structure	Construct sentences, paragraphs, and write letters expressing complete thoughts, using appropriate vocabulary, correct grammar and syntax.
	Mechanics of composing a paragraph	
	*Stating main ideas	
	*Stating supporting details	
	*Using appropriate vocabulary	

*Critical Thinking Skills

German I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture:		
develop an awareness of the German speaking world	Names of different German speaking countries and their capitals Location of each country on a world map Main geographical features of each country and population	Given an outline map, students locate and label German speaking countries, capital, main geographical features and populations.
develop an awareness of the German influence upon the metropolitan area	*Recognition of German Influence: - historical background - architecture - statues and sculptures - names of neighborhoods and municipalities - names of public schools and other buildings - names of streets	Prepare a written report or give an oral presentation of German influence on St. Louis. List the German influence on St. Louis, such as in the naming of streets, schools, buildings, etc.
develop awareness of stereotyping and recognize its various aspects	*concept of stereotyping - definitions, aspects, and reasons	Define stereotyping. Discuss different types of stereotyping and their aspects. List different reasons for stereotyping.

*Critical Thinking Skills

German I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		Compare stereotyping with the concept of discrimination.
Career Education:		
develop awareness of different fields that require the knowledge of a foreign language	Information recall of: - names of careers - educational requirements - availability of careers - elementary knowledge of the terminology pertaining to each	List names of careers that require foreign languages. List names of careers where the knowledge of foreign languages enchances your chance of employment. Discuss and report on specific requirements for each career.
Linguistics:		
recognize and use articles in singular and plural form	Der, die, das	Grammar and vocabulary tests using matching, fill in, multiple choice and short answers.
recognize and use cases	Nominative Accusative Dative	Write short paragraphs demonstrating acquired skills in vocabulary, grammar, structure, spelling and punctuation.
recognize and use the familiar and formal forms of address	Du vs Sie	Tape record conversations of students with teacher and classmates. Record students' errors in applying acquired skills in vocabulary, grammar and structure.
recognize and use the present tense for regular and irregular verbs	Conjunction of verbs in present, future, and present perfect	

*Critical Thinking Skills

RESOURCES

German I and II
First Year
Grade 9

TEXTBOOKS

DEUTSCH AKTIVE I. Meimer. Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I WORKBOOK. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

PACK DEN RUCKSACK. Winkler, Diehl, Harcourt, Brace, Jovanovich Publication, C. 1979

CURRENT ISSUES.
Holt, Rinehart and Winston, C. 1979

SUPPLEMENTARY MATERIALS

DEUTSCH AKTIVE I TEACHERS' EDITION.
Neuner, Schmidt, Wilms,
Langenscheidt Publishers, Inc.,
C. 1983

TEACHING AIDES

DEUTSCH AKTIVE I BEGLEITHEFT CASSETTE 1B.
Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I OESTERREICHISCHES BEIHEFT.
Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I 1/GLOSSARY 1/ENGLISH.
Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I CASSETTE IA. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I CASSETTE IB.
Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE I CASSETTE IC.
Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

RESOURCES

German I and II (Continued)
First Year
Grade 9

TEACHING AIDES

DEUTSCH AKTIVE I OVERHEAD TRANSPARENCIES. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

MAGAZINE. Culver, National Textbook Company

CAREERS IN FOREIGN LANGUAGES. A Handbook by June L. Sherif, Regents Publishing Company, C. 1975

German III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: Listening/Speaking:		
receive instruction in the German language	*Following direction (imperative mood) *Pinpointing main ideas *Formulating questions *Answering questions	Perform tasks as teacher requests using German. Respond to questions in German. Communicate with teacher and classmates inside the classroom in German using vocabulary and syntax of the language.
talk about what they do in and out of class - say what they do and don't enjoy doing - say what they wish to do with friends, in school and in the future	Participating in: guided conversation *free response prepared dialogues rehearsed skits *Recognition and use of proper information and pronunciation	Role play: - dialogues - skits - short plays
respond to questions from the teacher and classmates, and, in turn, ask questions: - school activities - health - clothing and shopping - meals and food - animals	*Making information questions *Participating in spontaneous conversations *Differentiating between formal and informal conversation	Organize debating teams on prepared issues and topics. Compare and contrast the United States with German-speaking countries in the following areas:

*Critical Thinking Skills

German III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (Continued) - trips and travel - sports - holidays		- school activities - clothing and shopping - meals and food - trips and travel - sports - holidays
recite short poems and dramatic works, and sing songs of moderate difficulty	Use of body language Memorization through word clusters and ideas Singing folk songs	Recite poems and sing songs
comprehend pre-recorded, brief language tapes on topics previously introduced.	*Recall of main ideas, supporting details and sequence of events	Respond to questions measuring comprehension of main ideas, details, and sequence of events.
Reading: read comprehensibly previously introduced material.	Recognition of word families *Comprehension of new words in context	Respond to comprehension questions about textual materials. Define new vocabulary words through context clues.

*Critical Thinking Skills

German III and IV
Second Year
Grade 10

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (Continued)		
	*Word analysis - synonyms - antonyms - cognates	Outline main ideas. Detect synonyms in the reading material. Distinguish between cognates and false cognates.
pursue the reading of contemporary adolescent issues that are meaningful to the student of this level.	*Identification of main ideas *Locating specific information *Analyzing issues *Drawing conclusions *Conjecturing	Identify the main idea Underline name of main characters, place of events, and time of events. Justify the reasons for the events.
Writing:		
take dictation of moderate difficulty with correct spelling	Spelling and punctuation Immediate recall of words	Take dictation using correct punctuation and spelling.

*Critical Thinking Skills

German III and IV
Second Year
Grade 10

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (Continued)		
write compound sentences with correct use of syntax	*Variety of sentence construction *Use of appropriate vocabulary, correct syntax and punctuation	Combine two or three simple sentences to make one compound sentence.
write simple outline in German	*Use of paragraph formation *Use of a topic sentence *Use of supporting sentences	Develop an outline containing a main idea, few supporting details, and a conclusion from prepared materials. Create an outline to be used for composing a paragraph.
write short descriptive paragraphs	Organization skills - categorizing - placing events in order Use of proper terms and vocabulary	Write descriptive paragraphs.
Culture:		
recognize the geographical regions of East and West Germany and their provinces	History of both "Germanys" Geography of both "Germanys"	On an outline map label the regions of East and West Germany and their provinces.

*Critical Thinking Skills

German III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)	Government of both "Germanys" Politics of both "Germanys" Economics of both "Germanys"	Write a report on the history of Germany from the period of World War I to World War II. Discuss in a short essay the reasons of seperating the east from the west. Answer the following: What is the effect of seperating the east from the west on: - The politics of each side - The economy of each side
develop an understanding of foreign currency, the German monetary system in particular.	*Computations in foreign currencies; *Comparing and contrasting the differences in values between German and American monetary systems.	Identify German currency. Compare and contrast American and German currency values. Plan a trip to Berlin and estimate the cost of air fare, meals, hotels, entertainmnet, souvenirs, etc. using German currency.
acquire knowledge of the educational system in Germany.	Structure of German schools, scheduling, grading, promotions, and national testing. Types of schools	Describe the structure of the German educational system. Compare the United States and German educational systems and critique them.

*Critical Thinking Skills

German III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)	Compulsory school age School drop out problem	Write a report on the problem of drop outs in both systems.
develop an awareness of and understanding for non-verbal forms of communication	Body language Gestures Facial expressions	Set up various situations where students demonstrate their interpretations of non-verbal communication.
develop the concept of discrimination as it relates to German speaking societies	Definition of discrimination (positive and negative aspects) *Elements of discrimination *Reasons for discrimination	Define discrimination and give elements and reasons. Write a report on how these elements of discrimination manifest themselves in the United States and German speaking countries.
Career Education:		
identify careers in the United States and German speaking countries that require knowledge of the German language such as: - importers and exporters - hotel/motel workers	Terminology pertaining to each career Requirements pertaining to the education and training for each career	Students select one or two careers and match them with their interests and skills. Research and report on terminology, educational and training requirements.

*Critical Thinking Skills

German III and IV
Second Year
Grade 10

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education: (Continued) - travel agents - flight attendants - pilots - missionaries - translators - espionage - international finance - international law		Compare requirements of all careers.
Linguistics: identify and use: - strong and weak verbs - seperable verbs - reflexive verbs (in present and simple past) - prepositions - adjectives - pronouns - conjunctions	Conjugation of strong and weak verbs Reflexive construction Word order in German sentences Direct and indirect objects Attributive adjective Relative pronouns Coordinating and subordinating conjunctions "Da" and "Wo" compounds	Take grammar and vocabulary tests using matching, fill in, multiple choice, and short answer. Write short essays demonstrating acquired skills in vocabulary, grammar, structure, spelling and punctuation.

*Critical Thinking Skills

RESOURCES

German III and IV
Second Year
Grade 10

TEXTBOOKS

DEUTSCH AKTIVE II. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II WORKBOOK. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

SUPPLEMENTARY MATERIALS

DEUTSCH AKTIVE II TEACHERS' GUIDE. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

TEACHING AIDES

DEUTSCH AKTIVE II BEGLEITHEFT CASSETTE. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II GLOSSARY 2/ENGLISH. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II CASSETTE 2A 1. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II CASSETTE 2B 2. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II CASSETTE 2B. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

DEUTSCH AKTIVE II OVERHEAD TRANSPARENCIES. Neuner, Schmidt, Wilms, Langenscheidt Publishers, Inc., C. 1983

German V and VI
Third Year
Grade 11

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: Listening/Speaking:		
receive instruction in the German language.	*Transferring all previously learned skills to oral- aural comprehension	Students follow oral directions and respond to questions.
converse about topics, presented in German I and German II	*Application of all previously learned skills for communicating in German	Initiate and engage students in conversations dealing with interests, hobbies, other topics and materials previously covered in German I, II, III and IV.
organize and narrate a slide presentation on a given topic, cultural or otherwise	*Selection of topic and materials Prepared narration *Audio-visual presentation Body language and gestures	Measure students' presentations by: - topic - organization - correct language - style of presentation - flow of presentation - selection of material - use of body language
follow with ease and comprehension an audio-visual presentation, i.e., tapes, film-strips, etc.	*Aural comprehension *Visual transitions Idiomatic expressions Proverbs Onomatopoeia	Respond to questions and develop a critique on an audio-visual presentation.

*Critical Thinking Skills

German V and VI
Third Year
Grade 11

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading:		
pursue the reading of contemporary issues that are meaningful to the student of this level and age. (Current news and magazine articles from various sources)	*Main idea *Supporting details *Word meanings from context *Difference between fact and fiction, fact and opinion *Inferences *Drawing conclusions *Predicting outcomes	Teacher made tests, written reports and observations of daily reading activities will measure students' progress in their attainment of specified reading skills.
prepare the readings of selected literary works according to their literary periods.	*Application of all previously learned skills to the written German language. *Gathering information *Sequencing of events *Categorizing *Analyzing *Synthesizing *Characterizing	Identify major literary works and match them with their periods. What major literary work is identical of early 19th century? Characterize the period. Explain in a short essay: Why the writings of Goethe are typical of the 19th century?

*Critical Thinking Skills

German V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: write different types of letters: - friendly - business - informational	Application of the students' knowledge of the German language and grammar Letter writing etiquette and format	Write different types of letters.
write critiques of literature studied	*Analysis of issues *Synthesis of issues *Use of references *Note-taking *Footnotes	Write literary critiques based on analyses and syntheses of issues.
Culture: identify and become familiar with famous German speaking musicians, artists, and scientists in different eras of German history	Different eras in German history: - names of musicians and their contributions - names of artists and their contributions - names of scientists and their contributions	Categorize and characterize the different eras in German history, including the contributions of prominent musicians, artists and scientists.

*Critical Thinking Skills

German V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
report on biographical background of two or three writers, showing the relationship between their lives and their works	*Summarizing *Skimming *Analyzing *Synthesizing	Select, research, and report on the biographical background of two or three German writers stressing the relationship between their lives and their literary works.
Career Education:		
develop awareness and understanding of the monetary system in the German speaking world.	Names of the currencies *Values of the currencies and their power of purchase	Identify and name different German currencies. Compare and contrast United States and German currency values. Plan a trip to Munich and estimate the cost of air fare, meals, hotels, entertainment, souvenirs, etc. in German currency.
develop awareness and understanding of occupations typical of German speaking countries.	*Comparing and Contrasting typical wages of some careers and professions	Discuss and compare the wages of various professions and jobs in the United States with those in German speaking countries.

*Critical Thinking Skills

German V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education: demonstrate an awareness of differences in job roles in America and in German speaking countries	*Perception of blue collar labor *Perception of white collar labor *Perception of farmers and farming	Compare and contrast job roles as perceived in the United States with those in German speaking countries.
Linguistics: review all materials presented in German I and II	Reviewing all previously learned skills	Grammar and vocabulary tests using matching, fill in, multiple choice and short answer responses.
identify and use - genetive - compound verbs tenses - subjunctive - passive voice	Genetive case Prepositions that govern the genetive Relative pronouns Passive pronouns Past perfect and future perfect Subjunctive mood	Write essays demonstrating acquired skills in vocabulary, grammar, structure, spelling, and punctuation.

*Critical Thinking Skills

RESOURCES

German V and VI
Third Year
Grade 11

TEXTBOOKS

LESEN, LACHEN, LEHREN. Schulz, Burkey. Vogel, Morris; Holt, Rinehart and Winston, C. 1982

DIE DEUTSCHEN: VERGANGENHEIT AND GEGENWART. Wulf, Koepke, Holt, Rinehart and Winston, C. 1980

SUPPLEMENTARY MATERIALS

LESEN, LACHEN, LEHREN TEACHERS' EDITION. Schulz, Burkey, Vogel, Morris, Holt, Rinehart and Winston, C. 1982

DIE DEUTSCHEN: VERGANGENHEIT AND GEGENWART TEACHERS' EDITION. Wulf, Koepke, Holt, Rinehart and Winston, C. 1980

German VII and VIII
Fourth Year
Grade 12

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
The student will: Listening/Speaking:		
participate in conversation about topics covered in German I, II, III, IV, V and VI	*All previously learned skills in vocabulary, grammar, and structure Informal - formal discussions	Engage students in conversations dealing with everyday subject matter.
give ten or fifteen minute oral presentations on prepared topics	*Outlining *Summarizing Oral presentation *Aural comprehension *Vocabulary manipulation	Prepare a report on a specific topic and present it orally.
follow with comprehension aural programs.	*Aural comprehension *Vocabulary manipulation	Answer comprehension questions related to the content of each program.

*Critical Thinking Skills

German VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: read with immediate comprehension prose and verse of average difficulty, (i.e., poetry, short stories, classic literary pieces, newspapers, and magazines.	*Main idea *Details *Inferences *Context Clues *Fact and fiction *Fact and opinion *Drawing conclusions *Predicting outcomes	Commercial tests and/or teacher made tests and observations of daily reading activities measure students' progress in the attainment of the specified reading skills.
read some classical German literature such as "Faust" by Goethe	*Analysis of characters *Summary of events *Examples of life styles as illustrated in literary works *Author's point of view and literary style	Write an essay analyzing the following: - character - theme - major events - literary style

*Critical Thinking Skills

German VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing:		
compose news articles in German to publish in the school newspaper.	*Outlining *Paragraph writing including main idea and supporting details *Paraphrasing *Summarizing	Write several news articles.
write descriptive, expository, and narrative compositions in German.	*Apply and transfer all previously learned skills	Write several compositions.
write research term papers on selected issues and topics	Research skills Library skills Note-taking *Organization skills *Comparing sources of information *Footnotes	Write a research term paper.

*Critical Thinking Skills

German VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: increase their understanding of German culture through the study of the relationship between German speaking countries and the United States - governments - politics - technology - economics - art (visual and performing) - music	*Recognition of the differences and similarities between the German speaking countries and the United States *Transfer of knowledge from one situation to another	Select both positive and negative aspects of German culture and relate them to your own.
develop a concept of how German speaking people perceive Life through the study of: - religion - marriage - family relationship	Deeper understanding and appreciation of German culture Names of religions Definition of sacred values Marriage customs and traditions Identification of types of family relationships	Identify German religions and their relation to sacred values. Explain how one's sacred values influence one's behavior. Demonstrate in writing that sacred values differ from one culture to another. Describe marriage customs and traditions in German speaking countries. Relate the concept of marriage to family life and its effect on family unity.

*Critical Thinking Skills

German VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)		
develop a concept of how Germans perceive Death through the study of: - religion - funeral rituals - mourning traditions	Recognizing funeral rituals *Religion and its relation with mourning traditions	Investigate the perception of death in the German culture and its effect on funeral and mourning rituals.
Career Education:		
focus on one or two careers for research, in order to demonstrate knowledge of: - educational requirements - training requirements - technical requirements Example: Different careers associated with Law and different aspects of each career	Terminology pertaining to each career Information gathering of educational requirements Training requirements Technical requirements	Select one or two careers that you wish to pursue and find out the following: The different fields in each: Educational requirements; Training requirements; Technical requirements.
develop familiarity with computer concepts and German language software	Computer literacy	Take computer proficiency test.
write a simple résumé in German	Résumé writing techniques	Write résumés.
participate in simulated job interviews	Simulated job interviews	

*Critical Thinking Skills

RESOURCES

German VII and VIII
Fourth Year
Grade 12

TEXTBOOKS

LESEN, LACHEN, LEHREN. Schulz, Burkey, Vogel, Morris; Holt, Rinehart and Winston, C. 1982

DIE DEUTSCHEN: VERGANGENHEIT AND GEGENWART. Wulf, Koepke, Holt, Rinehart and Winston, C. 1980

SUPPLEMENTARY MATERIALS

LESEN, LACHEN, LEHREN TEACHERS' EDITION. Schulz, Burkey, Vogel, Morris, Holt, Rinehart and Winston, C. 1982

DIE DEUTSCHEN: VERGANGENHEIT AND GEGENWART TEACHERS' EDITION. Wulf, Koepke, Holt, Rinehart and Winston, C. 1980

Latin I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: <u>Listening/Oral Reading</u> read simple Latin sentences read numbers 1 - 20 read simple stories in the textbooks recite simple mottos and sayings	Pronunciation of Latin words - dividing words into syllables - placing accents Identifying the consonants "c", "j", and "i" *Depicting main ideas and supporting details	On a list of Latin words - divide the words in syllables. - place accent marks on the proper syllable. After reading a simple story, outline: - the main idea. - supporting details Translate orally from Latin into English.
<u>Writing</u>: write numbers 1-20 translate simple sentences from Latin into English (in writing)	Numbers 1-20 *Vocabulary manipulation *Simple translation techniques	Translate in writing simple sentences from Latin into English
<u>Culture</u>: recognize the location where Latin was used	Location of Rome on a world map - 1st century	On a world map (1st century) outline the borders of Rome - Draw the area of the seven hills.

*Critical Thinking Skills

Latin I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (Continued)	Map of ancient Rome showing forums, baths, temples, government bridges, and the seven hills	
Study the founding of Rome	Brief history of Rome *Recognizing important archeological finds Roman roads and streets	Write a paragraph in English about the founding of Rome Describe in brief statements important archeological finds (specify the period)
Career Education:		
identify career fields where Latin is used examine simple Latin terms used in these career fields	Names of careers such as Archaeology Ancient History Medical Field	Take a test to identify career fields where Latin is used Match the Latin terms with the different careers.
Linguistic:		
recognize and use: the Latin sound system by listening to Latin mottos, sayings and famous quotes	The alphabet Vocabulary used in phrases Idioms and expressions	Translate the following Latin mottos, sayings and fomous quotes into English (orally and in writing).

*Critical Thinking Skills

Latin I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistic: (Continued) prepositions used with the ablative and accusative cases the imperfect tense (indicative and active voice) the perfect system of verbs the locative case the future tense of verbs in the indicative mood, active voice adjectives in - predicate adjective - modifiers	Personal endings of verbs Declension of nouns (1st and 2nd declensions) The meaning of "cases" The meaning of "number" (singular and plural) The meaning of "gender" Sentence formation in affirmative The negative sentence Conjugation of verbs - present tense, past tense (indicative mood, active voice) Position of the verb Position of the noun Position of the adjective Sentence patterns Use of Latin syntax	Take vocabulary and grammar exercises, teacher made tests and/or commercial tests. Translate from Latin into English.

*Critical Thinking Skills

RESOURCES

Latin I and II
First Year
Grade 9

TEXTBOOKS

LIVING LATIN I. Ashley, Lashbrook, National Textbook Company, C. 1983

MYTHOLOGY AND YOU. Rosenburg, Baker, National Textbook Company, C. 1983

LIVING LATIN I WORKBOOK. Ashley, Lashbrook, National Textbook Company, C. 1982

SUPPLEMENTARY MATERIALS

LIVING LATIN I TEACHERS' MANUAL. Ashley, Lashbrook, National Textbook Company, C. 1982

MYTHOLOGY AND YOU TEACHERS' GUIDE. Rosenberg, Baker, National Textbook Company, C. 1983

Latin III and IV
Second Year
Grade 10

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: Listening/Reading: read: - Jason and the Golden Fleece - Caesar and the Gallic War practice reading Latin aloud	Developing skills in "sight" reading in Latin *Developing skills in "sight" translation Building Latin vocabularies Memorizing certain passages Drawing maps of Caesar's Gaul Following the route of the Argonauts	Recite certain passages. Respond to comprehension questions. Translate orally from Latin into English and vise versa.
Writing: write elementary sentences in English to translate into Latin utilizing specific aspects of grammar taken from daily assignments	*Vocabulary manipulation *Application of grammatical skills already acquired Spelling Punctuation Sentence structure	Write correct sentences in English and translate into Latin. Translate the given English sentences into Latin.

*Critical Thinking Skills

Latin III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: develop understanding of the historical background of the works they are reading	*Recognition of the background of the "Golden Fleece" *Finding references to these stories in English Literature	Research and report on the historical and literary background of (Golden Fleece).
Career Education: focus attention on careers that require the knowledge of Latin such as the medical field and recognize the - educational requirements - training requirements	Specific terminology pertaining to medical field: - bones - muscles - prescriptions - illnesses - medicine - educational requirements - training requirements	Examine the different careers that are in the medical field (such as nursing, lab technician, etc.) and report on terminology, educational and training requirements of each career.
Linguistic: review of Latin I Grammar identify and use: ablative of time present active participles	Use of the passive voice Use of the 4th and 5th declensions Use of infinitives in all tenses	Grammar and vocabulary tests using matching, completion, multiple choice and short answer.

*Critical Thinking Skills

Latin III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistic: (Continued) accusative of Extent of Space/ Time active/passive voice, present system in passive voice ablative of agent perfect participles: fourth principal part past perfect/future perfect active perfect system in passive voice present infinitive active/passive indirect statement with present infinitive perfect infinitive: tense in indirect statement conjugation of eō and compounds future active participles/infinitives ablative absolute	Use of participles in all tenses Use of result clauses Indirect statements Purpose clauses Expressions of necessity	Translate passages from Latin into English and from English into Latin using acquired skills in grammar.

*Critical Thinking Skills

RESOURCES

Latin III and IV
Second Year
Grade 10

TEXTBOOKS

LIVING LATIN II. Ashley, Lashbrook, National Textbook Company, C. 1983

LIVING LATIN II WORKBOOK. Ashley, Lashbrook, National Textbook Company, C. 1982

SUPPLEMENTARY MATERIALS

LIVING LATIN II TEACHERS' MANUAL. Ashley, Fiesel, Lashbrook, National Textbook Company, C. 1982

Spanish I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Students will: Listening/Speaking: differentiate between Spanish and English sounds.	Vowel and consonant discrimination Alphabet Linking, diphthongs Intonation	
initiate and respond to the following: - salutations - introductions - expressions of courtesy - telling time - saying the alphabet - naming of colors - giving the days of the week - giving the months of the year - naming of seasons - giving one's age - using numbers up to 1000 - discussing the weather - discussing class schedules - talking about objects in the classroom	*Use of cognates *Use of appropriate vocabulary *Use of subject-verb agreement *Use of correct tenses *Use of idioms and expressions *Use of question models *Free response Simple Spanish songs	Initiate and respond to questions related to the stated objectives demonstrating the required skills. Produce a brief autobiographical sketch and/or biographical sketches of other students. Take teacher made tests and/or tests included in textbooks.

*Critical Thinking Skills

Spanish I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (continued) - discussing family members - shopping and measurements - discussing health and hygiene - discussing transportation - singing simple songs	Gaining information of everyday life in Spanish-speaking countries and comparing it with everyday life in the United States	Compare and contrast aspects of everyday life in Spanish speaking countries with everday life in the United States.
Reading: (silent and oral) read comprehensibly a simple basic literary material with clear pronunciation and accurate intonation.	*Comprehension of main ideas *Identification of: - cognate patterns - suffixes, prefixes, and roots - ar, er, and ir verbs - all seven parts of speech - word families	Read orally so that listeners can follow without a text. Use complete, correct sentences to answer comprehension questions. On a teacher made test identify and use cognates, roots, prefixes, and suffixes.
Writing: take dictation using correct spelling construct meaningful sentences	Giving graphic symbols for all Spanish sounds Sentence structure Punctuation and capitalization	Take dictation demonstrating correct punctuation and spelling. Construct sentences using appropriate vocabulary, correct grammar and syntax.

*Critical Thinking Skills

Spanish I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (continued)		
construct a simple paragraph	*Techniques of composing a paragraph around a main idea and its supporting details	Students construct paragraphs expressing complete thoughts using appropriate vocabulary, correct grammar and syntax.
Culture:		
develop an awareness of the Spanish speaking world.	Names and locations of Spanish speaking countries Capitals Geographical features Historical background	On an outline map, locate and label Spanish speaking countries, main geographical features and populations.
recognize the number of diversities of hispanic communities in the United States.	Names and locations of major Spanish concentrations in the United States.	On maps of the United States, identify states and cities with major Spanish influence.
demonstrate an understanding of major social customs:	Handshaking Use of titles Spanish last names (double surnames)	

*Critical Thinking Skills

Spanish I and II First Year Grade 9		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (continued)		
recognize the influence of the Spanish culture on the St. Louis area.	*Recognition of Spanish influence: - historical background - architecture - statues and sculptures - names of neighborhoods and municipalities - names of public schools and buildings - names of streets	Prepare a written report on an oral presentation of Spanish influence on the City of St. Louis. List the Spanish influence on St. Louis, such as the names of streets, schools, and buildings, etc.
develop awareness of stereotyping and recognize its aspects.	*Concept of stereotyping - definitions, aspects, and reasons.	Define stereotyping. Discuss different types of stereotyping and their aspects.
recognize careers that require a foreign language background or in which foreign language can be used as a supplementary skill.	Names of careers or occupations Requirements for each	List names of careers that require foreign language. List names of careers where the knowledge of foreign language enhances your chance of employment.

*Critical Thinking Skills

Spanish I and II
First Year
Grade 9

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistics:		
recognize the singular forms of specific verbs	ser, estar, haber, llamarse, tener (verbs)	Grammar and vocabulary tests using matching, fill in, multiple choice, short answer.
use the present tense of regular - ar, er, and ir verbs and interrogative sentences.	Stem changing Orthographic changing acabar + de construction Noun, verbs, pronouns, adjectives, prepositions, etc.	Tape-record conversations of students with teacher and classmates. Record students' errors in applying acquired skills in vocabulary, grammar and structure.
recognize and use the present tense of irregular verbs. recognize and use - the immediate future - reflexive verbs - the immediate past	*recognition and use of present tense of specific irregular verbs such as ser, estar, and tener. *application of subject, verb agreement.	Write short paragraphs demonstrating acquired skills in vocabulary, grammar, structure, spelling, and punctuation. Take teacher made tests and/or commercial tests.

*Critical Thinking Skills

RESOURCES

Spanish I and II
First Year
Grade 9

TEXTBOOKS

SPANISH FOR MASTERY I. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY I WORKBOOK., Valette, Valette, D. C. Heath and Company, C. 1980

EASY SPANISH READER. Tardy, National Textbook Company, C. 1978

SUPPLEMENTARY MATERIALS

SPANISH FOR MASTERY I TEACHERS' EDITION. Valette, Valette, D. C. Heath and Company, C. 1980

TEACHING AIDES

SPANISH FOR MASTERY I TAPE PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY I TAPE SCRIPT. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY I TESTING PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY I DUPLICATING MASTERS. Valette, Valette, D. C. Heath and Company, C. 1980

THE NEWSPAPER. Seelye, Day, National Textbook Company, C. 1982

CAREERS IN FOREIGN LANGUAGES. A Handbook by June L. Sherif, Regents Publishing Company, C. 1975

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	**SKILLS**	**EVALUATION STANDARDS**
Listening/Speaking:		
receive instruction in Spanish language and develop listening comprehension.	*Following oral instruction *Pinpointing main ideas	Perform tasks as teacher requests. Converse with teacher and classmates in and outside the classroom in Spanish using vocabulary and syntax of the language.
converse about what they do in and outside of class: - say what they like to do and do not like to do - express what they wish to do with friends, in school and later in the future	Participating in: - guided conversation - prepared dialogues - rehearsed skits *- spontaneous conversations	Role play - dialogues - skits - short plays
respond to questions from the teacher and classmates, and in turn, ask questions: - school activities - health - clothing and shopping - meals and food - animals - trips and travel - sports - holidays	*Formulating questions *Answering questions Recognition and use of proper intonation and pronunciation	Organize debating teams to engage in debating issues that have been already prepared and written. Compare and contrast (United States and Spanish speaking countries) in the following areas: - school activities - clothing and shopping - meals and foods - animals - trips and travel - sports - holidays

*Critical Thinking Skills

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (continued)		
recite short poems and sing songs of moderate difficulty	Singing folksongs Use of body language Memorization through word clusters and ideas	Recite poems and sing songs.
comprehend short pre-recorded language tapes on materials already introduced.	*Recall of main ideas and supporting details	Respond to questions measuring comprehension of main ideas, details, and events.
Reading: (silent and oral)		
read comprehensibly previously introduced materials.	Recognition of word families *Comprehension of new words in context *Word analysis - synonyms - antonyms - cognates	Read and respond to comprehension questions about textual materials. Define new vocabulary words through context clues. Outline main ideas. Detect synonyms and antonyms in reading material. Distinguish between cognates and false cognates.

*Critical Thinking Skills

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (continued)		
pursue the reading of contemporary adolescent issues that are meaningful to the student of this level.	*Identification of main ideas *Locating specific information *Analyzing issues *Drawing conclusions *Conjecturing	Identify the main idea. Underline names of main characters, place of events, and time of events. Justify the revisions for the events.
Writing:		
take dictation of moderate difficulty with correct spelling.	Spelling/punctuation Variety of sentence construction	Take dictation using correct punctuation and spelling.
write compound sentences.	Correct use of syntax Appropriate vocabulary and punctuation	Combine two or three simple sentences to make one compound sentence.
write simple outline in Spanish.	*Use of paragraph formation *Use of a topic sentence *Use of supporting sentences	Develop an outline containing main idea, few supporting details and conclusion from prepared materials. Create outline that will be used to compose a paragraph.

*Critical Thinking Skills

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (continued)		
write short descriptive paragraphs	*Organization skills *Categorizing *Placing events in order *Use of proper terms and vocabularies	Write descriptive paragraphs. Students correspond with each other in Spanish under teacher supervision.
Culture:		
examine and recognize the complexity of relationship between the United States and hispanic speaking countries, especially Mexico and Puerto Rico.	Historical relation Geographical relation Political relation Economic relation	Compare and contrast: - historical relations - geographical relations - political relations - economic relations
compare between Spain as an European Country and Latin America (focusing on Argentina, Chili, and Venezuela) to identify major similarities and differences in the: - social contexts (religion and class status)	Spanish Historical Development (brief but comprehensive) Developmental histories of Argentina, Chili, and Venezuela	Compare and contrast: - the similarities and differences among the three studied countries in regard to types of governments, political parties, natural resources, and economic condition.

*Critical Thinking Skills

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (continued) - governments - political affiliation (communist - non-communist) - economic strengths and weaknesses	*Identification of: - capitals - types of government - political parties and affiliation (Socialist, Communist, Democratic, and Autocratic) Natural resources (oil, copper, steel, etc.) Industrial or not (agricultural etc.)	
develop an understanding of the monetary systems in Spanish speaking countries (Mexico, Puerto Rico, Spain, Argentina, Chili, and Venezuela).	*Computations in the foreign currency	Name currencies in Spanish speaking countries. Compare and contrast currency values in the United States and Spanish speaking countries. Plan a trip to Mexico and estimate cost of air fare, meals, hotels, entertainment, souvenirs, etc. compute in Spanish.
develop an awareness of the educational systems in the Spanish speaking countries.	Structure of schools (scheduling, grading, promotion, national testing, etc.)	Describe the structure of educational systems in Spanish speaking countries.

*Critical Thinking Skills

Spanish III and IV
Second Year
Grade 10

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (continued)		
	Types of schools	Compare with educational system in the United States.
	Compulsory school age	
	School drop-out problem	Discuss in a report the problem of drop-outs in each system.
develop an awareness and understanding for non-verbal forms of communication.	Body language	Set up various situations where students demonstrate their interpretation of non-verbal communication.
	Gestures	
	Facial expressions	
develop the concept of discrimination as it relates to Spanish speaking societies.	*Definition of discrimination (positive and negative)	Define discrimination.
	*Elements of discrimination	Give elements and reasons for discrimination.
	*Reasons for discrimination	Apply these elements and reasons as they manifest themselves to the concept of discrimination in the United States and Spanish speaking countries.
Career Education:		
focus attention on careers in the United States and Latin America that require the knowledge and mastery of the Spanish	Terminology pertaining to each career	Students select one or two careers and match them with their interests and skills.

*Critical Thinking Skills

Spanish III and IV Second Year Grade 10		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education: (continued) language: - travel agents - stenographers and secretaries - importers and exporters - flight attendents - pilots - missionaries - espionage - peace corps	Requirements pertaining to the education and training of each career	Research and report on terminology, educational and training requirements. Compare requirement of all careers.
Linguistics: review all present and regular preterite forms of ar, er, and ir verbs	Conjugation of ar, er, and ir verbs in present tense and regular preterite	Grammar and vocabulary tests using matching, fill in, multiple choice, and short answer.
recognize, identify, and use: - the irregular preterite, irregular imperfect - the regular and irregular future tense - the perfect tense (present, past, future, and conditional)	Conjugation of regular and irregular imperfect Conjugation of regular and irregular future tense Conjugation of perfect tense (present, past, future, and conditional)	Write short essays demonstrating acquired skills in vocabulary, grammar, structure, spelling, and punctuation.

*Critical Thinking Skills

RESOURCES

Spanish III and IV
Second Year
Grade 10

TEXTBOOKS

SPANISH FOR MASTERY II. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY II WORKBOOK. Valette, Valette, D. C. Heath and Company, C. 1980

ALBUM. Valette, Renjilian-Burgy, D. C. Heath and Company, C. 1984

SUPPLEMENTARY MATERIALS

SPANISH FOR MASTERY II TEACHERS' EDITION. Valette, Valette, D. C. Heath and Company, C. 1980

TEACHING AIDES

SPANISH FOR MASTERY II TAPE PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY II TAPE SCRIPT. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY II TESTING PROGRAM. Valette, Valette, D. C. Heath and Company, C. 1980

SPANISH FOR MASTERY II DUPLICATING MASTERS. Valette, Valette, D. C. Heath and Company, C. 1980

Spanish V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking:		
receive instruction in Spanish	*Transference of all previously learned skills to the oral-aural comprehension	Students respond to oral questions. Students present oral questions.
converse about materials presented in Spanish I, II, III, and IV.	*Application of all previously learned skills to communicate in Spanish	Students interact with each other orally. Initiate conversations and engage in conversations about interests, hobbies, topics, and materials already covered in Spanish I, II, III, and IV.
organize and narrate a slide presentation on a given topic, cultural or otherwise.	*Selection of topic and materials Preparing narration	Measure students' presentations by: - topic - organization of presentation - correct language usage - style of presentation (flow of presentation, selection of materials, use of body language, etc.
follow and comprehend an audio-visual presentation, i.e., tapes film-strips, movies etc.	*Aural comprehension *Visual transitions Idiomatic expressions	Respond to questions and develop critique on an audio-visual presentation.

*Critical Thinking Skills

Spanish V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking: (continued)		
	Proverbs	
	Onomatopoeia	
Reading:		
read comprehensibly any written material dealing with contemporary issues that are meaningful to the student of this level (i.e., newspapers, magazines, stories, and plays, etc.).	*Application of all previously learned skills to the written Spanish *Recall of information containing: - sequencing of events - main ideas - details *Making inferences *Detecting cause and effect *Drawing conclusions	Teacher made tests and observation of daily reading activities measure students' progress in their attainment of the specified reading skills.
Writing:		
write different types of letters: - friendly - business - informational	*Application of students' knowledge of the Spanish language and grammar Letter writing etiquette and format	Write different types of letters.

*Critical Thinking Skills

Spanish V and VI Thrid Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (continued)		
write critiques of literature studied.	*Analyzing issues *Synthesizing issues *Use of references *Note-taking	Write literary critiques based on analyses and syntheses of issues.
Culture:		
identify famous Spanish speaking explorers, painters, musicians and scientists of different eras in Spanish history.	Different eras in Spanish history: - names of explorers and their contributions - names of painters and their contributions - names of musicians and their contributions - names of scientists and their contributions	Characterize and categorize different eras in Spanish history, including the contributions of prominent explorers, painters, musicians, and scientists.
identify famous writers and their contributions to literature.	Names of famous writers in Spanish literature and their contributions.	Write independent summaries
report on biographical background of two or three writers showing the relationship between their lives and their works.	*Summarizing *Skimming *Analyzing	Select, research and report on the biographical background of two or three Spanish writers, stressing the relationship between their lives and literary works.

*Critical Thinking Skills

Spanish V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (continued)		
	*Synthesizing	
	*Drawing conclusions	
Career Education:		
develop awareness and understanding of occupations typical of the Spanish speaking countries.	Typical wages of some careers and professions in comparison to the same in the United States.	Research and compare the wages of various jobs and professions of the United States and Spanish speaking countries.
demonstrate awareness of the differences in job roles in American and Spanish speaking countries. (Discrimination, social, racial, religious, political)	*Perception of blue collar labor in Spanish speaking countries *Perception of white collar labor in Spanish speaking countries	Compare and contrast job roles as perceived in Spanish speaking countries and the United States.
fill out a variety of applications for occupations or careers requiring a knowledge of Spanish	Job applications	Fill in application forms.
write a simple résumé in both Spanish and English.	Résumé writing techniques	Write résumés.

*Critical Thinking Skills

Spanish V and VI Third Year Grade 11		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Linguistics: review all materials presented in Spanish I, II, III, and IV. review all tenses in the indicative identify and use the familiar and formal, affirmative and negative commands identify and use the subjunctive tense.	All materials presented in Spanish I, II, III, and IV Conjugation of all verbs in all indicative tenses Conjugation of all verbs in familiar and formal commands affirmative and negative forms Conjugation of all verbs in all tenses of the subjunctive	Grammar and vocabulary tests using matching, fill in, multiple choice and short answer response.

*Critical Thinking Skills

RESOURCES

Spanish V and VI
Third Year
Grade 11

TEXTBOOKS

SPANISH FOR ORAL AND WRITTEN REVIEW.
Inglesias-Meiden, Holt, Rinehart, and
Winston, C. 1981

EXERCISE MANUAL FOR SPANISH FOR ORAL AND
WRITTEN REVIEW. Inglesias-Meiden, Holt
Rinehart, and Winston, C. 1981

Y TÚ, QUÉ DICES? Kupferschmid,
D. C. Heath and Company, C. 1982

AVENTURAS LITERARIAS. Jarvis, Lebredo,Mena
D. C. Heath Company, C. 1983

TEACHING AIDES

SPANISH FOR ORAL AND WRITTEN REVIEW TAPE PROGRAM.
Ingesias-Meiden, Holt, Rinehart and Winston Company,
C. 1981

Spanish VII and VIII

Fourth Year

Grade 12

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Listening/Speaking:		
listen comprehensibly to average conversation in Spanish.	*All previously learned skills in vocabulary, grammar, and structure	Answer comprehension questions.
converse comprehensibly on everyday subject matter with ease.	*Aural comprehension	Engage students in spontaneous conversations dealing with everyday subject matter under teachers critical observation.
give a fifteen minute oral report on a prepared topic.	*Vocabulary manipulation	Prepare a report on a specific topic and present it orally.
	*Outlining/organizational skills	
	*Oral presentation skills	
Reading:		
read with immediate comprehension prose and verse of average difficulty (i.e. poetry, short stories, newspapers, and magazines etc.).	*Main idea	Teacher made tests and observation of daily reading activities measure students' progress in the attainment of specified reading skills.
	*Supporting details	
	*Inferences	
read some classical Spanish literature such as "Don Quixote."	*Cause and effect	Write an essay analyzing the following: character, theme, major events and literary style.
	*Drawing conclusions	
	*Predicting outcomes	
	*Analysis of characters	
	*Summary of events	

*Critical Thinking Skills

Spanish VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Reading: (continued)		
	Examples of life styles as illustrated in literary work	Write a critique demonstrating the significance and importance of the theme as it relates to human behavior throughout time.
	*Author's point of view and literary style	
Writing:		
write descriptive expository and narrative compositions in Spanish.	*Organizational skills	Write compositions.
	*Application of all previously learned grammar and structure	
	*Vocabulary manipulation	
	*Summarizing	
	*Outlining	
write a Spanish article to publish in the school newspaper.	*Paragraph writing skills	Write newspaper articles.
write term research papers.	*Analyzing issues	Write term research papers.
	*Synthesizing issues	
	*Differentiating between fact and opinion	

*Critical Thinking Skills

Spanish VII and VIII
Fourth Year
Grade 12

CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Writing: (continued)		
	*Making inferences	
	*Detecting author's purpose	
	*Generalizing	
	*Taking notes	
	*Comparing sources of information	
	Footnotes	
Culture:		
develop a concept of how the different Spanish cultures perceive Life through the study of: - religion - institution of marriage - family unity	*Comparison/contrasting	Identify religion and its relation to sacred values.
	Names of religions	Explain how one's sacred values influence one's behavior.
	Definition of sacred values	
	Marriage customs and traditions	Demonstrate in writing that sacred values differ from one culture to another.
	Family relationships	Describe different marriage customs and traditions in Spanish speaking countries.

*Critical Thinking Skills

Spanish VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Culture: (continued)		
		Describe different marriage customs or traditions in Spanish-speaking countries. Relate concept of marriage to family life and discuss how the concept of marriage effect family unity.
develop a concept of how the different Spanish cultures perceive Death through the study of: - religion - funerals - mourning	*Relationship between religion and concept of death Funeral rituals Mourning traditions	Investigate the perception of death in the Spanish culture and its effect on mourning and funeral rituals.
continue developing a deeper understanding of: - the relationship between Spanish-speaking countries and the United States - government/politics - economics/technology - agricultural/industrial products - music - art	Appreciation of the culture with its differences and similarities *Transfer of knowledge from one situation to another	Select both positive and negative aspects of Spanish culture and relate them to your own.

*Critical Thinking Skills

Spanish VII and VIII Fourth Year Grade 12		
CONCEPTS/OBJECTIVES	SKILLS	EVALUATION STANDARDS
Career Education:		
focus on one career to research to demonstrate knowledge of: - academic requirements - training requirements - technical requirements Example: different careers associated with law and the aspects of each career in Spanish speaking countries.	*Terminology pertaining to each career *Academic requirements *Training requirements *Technical requirements	Select one or two careers that you wish to pursue, and find out the following: the different fields in each: educational requirements in each; training requirements; technical requirements.
develop familiarity with computer concepts and Spanish language software.	Computer literacy	Take computer proficiency tests.
write a simple résumé in Spanish and participate in a simulated job interview.	*Résumé writing techniques *Simulated job interviews	Write résumés. In a simulated job interview demonstrate knowledge of: - appropriate dress - effective language - applicable skills
Linguistics:		
undertake a complete review of Spanish grammar as it applies to the other concepts and objective areas.	All previously learned skills	Students' oral and written activities demonstrate attainment of all linguistic skills provided in Spanish I, II, III, IV, V, and VI.

*Critical Thinking Skills

RESOURCES

Spanish VII and VIII
Fourth Year
Grade 12

TEXTBOOKS

SPANISH FOR ORAL AND WRITTEN REVIEW. Inglesias-Meiden, Holt, Rinehart and Winston, C. 1981

EXERCISE MANUAL FOR SPANISH FOR ORAL AND WRITTEN REVIEW. Inglesias-Meiden, Holt, Rinehart and Winston, C. 1981

Y TÚ, QUÉ DICES? Kupferschmid, D. C. Heath and Company, C. 1982

AVENTURAS LITERARIAS. Jarvis, Lebredo, Mena, D. C. Heath Company, C. 1983

TEACHING AIDES

SPANISH FOR ORAL AND WRITTEN REVIEW TAPE PROGRAM. Inglesias-Meiden, Holt, Rinehart and Winston, C. 1981

COMMUNITY SERVICES

Bach Society
6800 Wydown
St. Louis, MO 63105

Cahokia Courthouse
112 Main Street
Cahokia, IL 62206 (618-332-1782)

Cahokia Mounds Historic Site and Museum
7850 Collinsville Road
East St. Louis, IL 62201 (618-344-5268)

CASA (St. Louis Conservatory & School
for the Arts
560 Trinity
St. Louis, MO 63130 (863-3033)

Cathedral of St. Louis (new Cathedral)
Lindell Blvd. & Newstead Avenue
St. Louis, MO 63108 (533-2824)

Chatillon-De-Menil House
3352 DeMenil Place
St. Louis, MO 63118 (771-5828)

Christ Church Cathedral
1201 Locust
St. Louis, MO 63103 (231-3454)

Classical Guitar Society
Box 24153
St. Louis, MO 63130 (725-0739)

Concordia Historical Institute
801 De Mun
St. Louis, MO 63105 (721-5934 Ext. 320)

COSAAN African Dance Company
3207 Washington Blvd.
St. Louis, MO 63103 (533-5222)

Cupples House
3673 West Pine Blvd. (St. Louis University)
St. Louis, MO 63103 (658-3025)

Dance St. Louis
8338 Big Bend
St. Louis, MO 63119 (968-4341)

Edison Theater
Washington University
St. Louis, MO 63130 (889-6534)

Ethical Soceity
9001 Clayton Road
St. Louis, MO 63117 (991-0955)

Eugene Field House & Toy Museum
634 S. Broadway
St. Louis, MO 63102 (421-4689)

Gateway Arch
Jefferson National Expansion Memorial
National Park Service
11 N. 4th Street
St. Louis, MO 63102 (425-4465)

Grant's Farm
10501 Gravois
St. Louis, MO 63123 (843-1700)

International Institute of Metropolitan
St. Louis
3800 Park Avenue
St. Louis, MO 63110

Jefferson National Expansion Memorial
11 N. 4th Street
St. Louis, MO 63103 (425-6010)

Jewel Box
Forest Park
St. Louis, MO 63110 (534-9433)

Kammergild
318 Music Building
UMSL, 8001 Natural Bridge
St. Louis, MO 63121 (553-5991)

Laumeier International Sculpture Park
12580 Rott Road
St. Louis, MO 63127 (821-1209)

Mark Twain Summer Institute
7530 Maryland Avenue
Clayton, MO 63105 (726-2550)

McDonnel Planetarium
5100 Clayton Road, Forest Park
St. Louis, MO 63110 (535-5811)

Mercantile Money Museum
Podium Level, Mercantile Tower
7th and Washington
St. Louis, MO 63101 (425-2050)

Metro Theater Circus
426 Page Avenue
St. Louis, MO 63119 (961-6016)

Missouri Botanical Garden
4344 Shaw
P.O. Box 299
St. Louis, MO 63166 (577-5140)

Missouri Historical Society, Education Department
Jefferson Expansion Memorial Building/Forest Park
St. Louis, MO 63112-1099 (361-9265)

Museum of Science and Natural History
Oak Knoll Park
St. Louis, MO 63105 (726-2888)

Museum of Westward Expansion
(Underground area beneath Gateway Arch)
11th N. 4th Street
St. Louis, MO 63120 (425-4465)

National Museum of Transport
3015 Barrett Station Road
St. Louis, MO 63122 (965-7998)

New Music Circle
7206 Kingsbury
St. Louis, MO 63130 (726-1752)

Old Cathedral
209 Walnut Street
St. Louis, MO 63102 (231-3250)

Old Courthouse
Jefferson National Expansion Memorial,
National Park Service
11 N. 4th Street
St. Louis, MO 63102 (425-4465)

Opera Theatre of St. Louis
Box 13148
St. Louis, MO 63119 (961-0171)

Orchestra and Chorus of St. Louis
6548 Clayton Road
St. Louis, MO 63117 (644-4454)

Repertory Theatre of St. Louis
130 Edgar Road
P.O. Box 28030
St. Louis, MO 63119 (968-7340)

Saint Charles Visitor Information Center
P.O. Box 745
St. Charles, MO 63301 (946-7776) or (925-1776)

Saint Louis Art Museum, Education Department
Forest Park
St. Louis, MO 63110 (721-0067 Ext. 65)

Saint Louis Chamber Chorus and Orchestra
Box 3045
St. Louis, MO 63130 (721-4690)

Saint Louis Medical Museum & National Museum of Quackery
3839 Lindell Blvd.
St. Louis, MO 63108 (371-5225)

St. Louis Philharmonic
Box 591
St. Louis, MO 63118 (231-9079)

Saint Louis Public Library, Main Library
1301 Olive Street
St. Louis, MO (241-2288)

Saint Louis Symphony
718 N. Grand
St. Louis, MO 63103 (533-2500)

Saint Louis Wax Museum
2234 Olive
St. Louis, MO 63103 (241-1155)

United Nations Association
7359 Forsyth Blvd.
St. Louis, MO 63105 (721-1961)

Saint Louis Zoological Park, Education Department
Forest Park
St. Louis, MO 63110 (781-0900 Ext. 58 or 59)

Shrine of St. Joseph
11th and Biddle Streets
St. Louis, MO (231-9407)

Soldier's Memorial
1315 Chestnut
St. Louis, MO 63103 (622-4550)

Taille Denoyer Home
1896 S. Florissant Road
St. Louis, MO 63131 (524-1100)

Theatre Project Company
4219 Laclede
St. Louis, MO 63108 (531-1301)

The Muny Theatre Project
711 N. Grand
St. Louis, MO 63103 (531-1301)

Trinity Episcopal Church
600 N. Euclid
St. Louis, MO 63108 (361-4655)

Webster University
470 East Lockwood
St. Louis, MO 63119 (968-6954)

Young Audiences, Inc.
40 N. Kingshighway Blvd.
St. Louis, MO 63108 (367-1400)

J & R Custom Foods
27 Produce Row
St. Louis, MO 63102 (621-1944)

St. Louis Consular Corps

Belgium
Lee Hunter, Consul
11250 Hunter Drive
Bridgeton, Mo. 63044
731-3020

Bolivia
Luis Zambrana, Consul
1183 Hampton Park Dr. 63117
781-3958

Central African Republic
George G. White, Consul
2330 So. Brentwood Blvd. 63144
961-9825

Denmark
Howard J. Behan, Consul
P.O. Box 31, 63166
725-1111

Dominican Republic
Leroy Blitz, Vice-Consul
8232 Forsyth 63105
721-7800

France
Stuart Symington, Jr., Consul
100 North Broadway 63102
241-6890

Great Britain
Franklin J. Cornwall
714 Locust St. 63101
621-2939

Guatemala
Urban C. Bergbauer, Consul
7711 Bonhomme (Ste. 201) 63105
726-5734

Haiti
Norman B. West, Consul
2780 Mary Ave. 63144
962-3145

Honduras
Francis Doll Jr., Consul-General
#4 So. Euclid Ave. 63108
367-0000

Italy
Peter Ferrara, Vice-Consul
706 Chestnut St. 63101
241-8353

Ivory Coast
L.J. Anderson, Consul
2330 So. Brentwood Blvd. 63144
961-9826

Japan
Carl L.A. Beckers, Consul-Gen.
515 Olive St. 63101
421-3228

Republic of Korea
Nicholas P. Veeder, Consul
7733 Forsyth Blvd. 63105
727-5057

Kingdom of Lesotho
Rev. Vincent deP. Sievers,
Consul-General
P.O. Box 20056, 63144
361-1552

Republic of Mali &
Republic of Malta
Leroy Blitz, Consul
8232 Forsyth 63105
721-7800

Mexico
Jose Aguirre-Noriega, Consul
1015 Locust St. 63101
436-3233

Netherlands
Eugene H. Buder, Consul
411 North Seventh St. 63101
421-0882

Nicaragua
Edward C. Schafer, Consul
#4 Chasselle Lane 63141
434-4420

Norway
Don L. Wolfsberger, Consul
1034 Baur Blvd. 63132
997-6810

Peru
Mrs. Rosa Schwarz, Consul
1035 Bellevue Ave. 63117
647-0610

El Savador
Michael J. Bobroff, Consul
100 North Broadway 63102
421-4800

Spain
Jose Molina, Consul
4660 Maryland Ave. 63108
361-8737

Sweden
G. Richard Oscarson,
Acting Consul
400 Washington
444-6519

Switzerland
Jacques P. Schaerer, M.D.
Consul
777 S. New Ballas Rd. 63141
567-5078